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Lalanne Handbook

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Handbook



Welcome to Lalanne!

You have been chosen for a journey that we hope will lead you closer to God through service. It is a journey unlike others—for it fosters both your development and the education and development of countless others you will meet.

The Lalanne program was conceived to serve children in Catholic schools in urban areas, but the benefits are far greater...

... The students you serve can end up teaching you more.

... The people with whom you live in community can enrich your life as much as you can enrich theirs.

... The professors and staff at UD who impact your professional development can be examples to you of the importance of the teaching vocation.

... The people you meet and the experiences you have can impact you spiritually as you allow God to speak to you through them.

Service, living in community, professional development and spiritual development: These are the cornerstones of Lalanne.

Welcome to this unique program that blends your spiritual and academic growth with the ministry and vocation of Catholic education!

Jesus said, “Truly I tell you, unless you change and become like children, you will never enter the kingdom of heaven. Whoever becomes humble like this child is the greatest in the kingdom of heaven. whoever welcomes one such child in my name welcomes me.”

Matthew 18: 3-4

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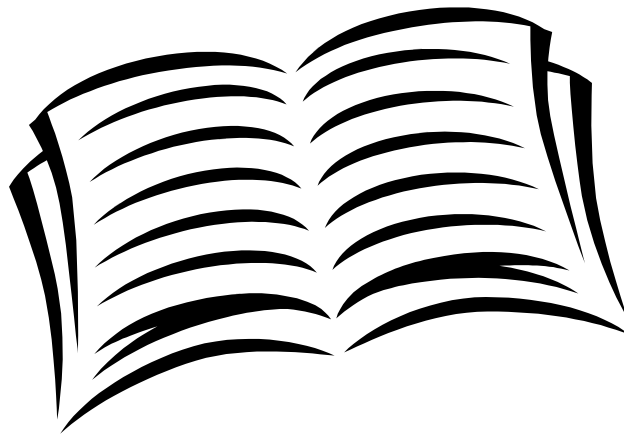
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An Overview of the Handbook and its Use

As a *Lalanne* teacher, you represent a program that serves students, promotes Catholic values, supports Catholic education, and strives to enable its participants to grow in their faith. As members of *Lalanne*, you are ambassadors of The University of Dayton. Thus, your department should reflect your commitment to Catholic ideals and Catholic education.

This handbook of policies and procedures serves as a guide to providing you with the best possible experience as a *Lalanne* teacher. Much of what is expected of a member of *Lalanne* is a matter of using common sense and practicing sound judgment. Adherence to these guidelines will help build a stronger program and will contribute to a more enjoyable community experience. Disregard of the policies, procedures and guidelines in this handbook could result in your dismissal from the program.

Please note that the policies in this handbook are subject to change at the discretion of the staff of the Center for Catholic Education.



Purpose and Foundations of *Lalanne*

Lalanne is designed to meet the needs of beginning teachers who would like to minister in a Catholic school. *Lalanne* teachers make a two-year commitment to teach in a city-center school while living in community and pursuing professional and spiritual development. Generally, city-center schools are identified as schools located in urban or inner-city areas and whose student population has at least 35% living in poverty.

The Center for Catholic Education and the program's namesake

Named in honor of Father Jean Baptiste Lalanne, the *Lalanne* program is an initiative of the Center for Catholic Education of the School of Education and Allied Professions (SOEAP) at the University of Dayton. Service in *Lalanne* is a commitment to making a difference in the lives of children who face unique challenges in their urban surroundings.

The *Lalanne* program developed from the Center for Catholic Education at the University of Dayton in 1999. The Center's mission:

*Through collaboration, research, and creative action,
the Center for Catholic Education contributes to the overall mission of the Church.
The Center provides Catholic schools with programs and services that enhance the
church's mission to evangelize, educate, and empower the people of God.*

For more information on the Center for Catholic Education, visit www.udayton.edu/~cce.

Jean Baptiste Lalanne was one of the original seven members of the Society of Mary (Marianists), the religious order founded by Father Joseph Chaminade. It is this order that sponsors the University of Dayton. Lalanne was the first person to commit his life to the vision of this new religious order after learning of Father Chaminade's plan. Lalanne was a noted educator and his success was due in large measure to his devotion to education as both a ministry and a profession, his great love of children and his sympathetic understanding of their problems. His career as an educator spanned more than sixty years. Next to Father Chaminade, no one played a more important role in establishing and developing the Marianist educational tradition than Father Jean Baptiste Lalanne did.



The Charism (Spirit) of the Marianist Tradition

The spirit of the Marianist tradition helps to center the *Lalanne* program. At the core of the Marianist charism is Mary. Mary is a model as ...

- a person of religious faith,
- one who ponders God's ways,
- a person for others,
- a person who leads others to faith in Jesus, and
- a person who gathered in community and prayed with others.

The Marianist charism is built on a spirit of faith that uses community to foster the spiritual "family." Their mission is to lead others through community to faith in Jesus Christ, believing in equality among all members of the Marianist Family—ordained and non-ordained, lay and religious, women and men—to bring this to fruition.



You will find the threads of the Marianist charism woven throughout the *Lalanne* program.

Cornerstones of *Lalanne*



Lalanne will be a spiritual, emotional, and professional challenge that will sometimes require you to set aside personal wants and needs for the good of the community. It will require you to stretch and grow to new levels of understanding and experience. It is a time to work with young men and women who share convictions and ideals similar to your own. It is a time to be aware of your daily blessings, to give thanks, to be good stewards, and to give back by serving young people and their families.

The fundamental principles of teaching as service, community life, professional development and spiritual development are the cornerstones of *Lalanne*. Each aspect contributes to the quality of the experience and each is integral to the success of the program. The more you are able to dedicate yourself to each aspect of the program, the more likely you are to have a rewarding experience that will shape you for the rest of your life.

The First Cornerstone—Teaching As Service



Catholic educators, then, express excellence and fulfill the demands of their vocation as they minister to the authentic needs of youth. Their work is not only a job, a profession requiring specialized expertise; it is also a divine calling, that is, a ministry requiring courage and confidence.

The Vocation of the Catholic Educator (NCEA, 1996)

Through *Lalanne*, the University of Dayton is committed to providing to participating schools and dioceses professional educators who are engaged in the pursuit of excellence.

Lalanne teachers choose to serve children and to make their classrooms safe, faith-filled, emotionally supportive and educationally challenging environments. Part of teaching as a ministry is the focus on student development—academically and spiritually. Your daily interactions with your students, colleagues, and other *Lalanne* teachers will have a profound effect on your own life and on the lives of those you serve.

Lalanne strives to provide you with the best possible experience. You, in turn, must strive to respond to the call to serve rather than the desire for personal achievement or recognition. In the midst of your teaching, you will catch a small but significant glimpse of progress as your students learn new concepts and ideas. In turn, you will grow in your ability as an educator and you will begin to overcome the obstacles that impede learning.

Moreover, you will become aware of your own gifts and talents. You may discover the ease with which you are able to bring a smile to the face of a shy student, your ability to

spark self-confidence in those who have none, or the gift of quiet patience with students who need extra time and attention.

A true sense of service must be rooted in the Gospel rather than in the self-serving notion of personally saving the world. Through the example of Jesus and the sometimes heroic sacrifices of parents and family, the resilience of students, and the commitment of other educators, *Lalanne* teachers learn that genuine service is founded on faith, humility, and solidarity.

Lalanne teachers build partnerships with each other, with more experienced teachers, with parents, with other community organizations and the staff of the Center for Catholic Education and the School of Education and Allied Professions. *Lalanne* recognizes that the best kind of progress occurs when diverse groups join together in a collaborative approach to shared problems. Because a great deal of positive energy already exists in the communities in which you will serve, your two-year journey is one of mutual empowerment.

Notes:

The Second Cornerstone—Living in Community



*The group of believers was one in mind and heart. No one said that any of his belongings was his own, but they all shared with one another everything they had...
There was no one in the house who was in need.*

Acts of the Apostles 4: 32-34

Community living is much more than just sharing living space. At its best, you will become part of something that is a reflection of the first community of disciples of Jesus. Being aware of the needs of others and letting others know of your needs will provide many benefits. Embracing a communal way of life will enable you to identify more closely with the realities of those whom you serve and make you a better servant.

Building a community does not “just happen” without effort. You must plan to devote time and work to build community, just like you would with developing yourself academically. It is for these reasons that some of the practical aspects of community living are outlined below.

One component of community living is to live simply. Living simply is not the same as living in poverty. It is an invitation to reflect on the impact the material world has in your own life. Since resources are limited, each *Lalanne* teacher will be required to make difficult fiscal and social choices while trying to make ends meet within your budget. Sometimes you will have to make personal and communal sacrifices in negotiating appropriate ways to pool resources and funds.

The concept of community living embraces more than living simply. More importantly, it is about building relationships, relying on one another, supporting each other and sharing the responsibility for the quality of life of the community. Community living challenges *Lalanne* teachers to focus on the important questions of faith in Jesus Christ, living harmoniously with others, and how selflessly they extend themselves for their students, co-workers, other *Lalanne* teachers, God and the global community.

If we are going to use the word [“community”] meaningfully we must restrict it to a group of individuals who have learned how to communicate honestly with each other, whose relationships go deeper than their masks of composure, and who have developed some significant commitment to “rejoice together, mourn together, and to delight in each other, make other’s conditions our own.”

M. Scott Peck, M.D.
The Different Drum (1988)

Community requires commitment to the other members of the group. Sometimes it requires sacrificing one’s own agenda to be with, to get know, and to come to care for the other members of the group.

Individualism and competition are highly esteemed social values in our contemporary culture. A Christian community challenges the values of individualism and competition that are prevalent in modern society by demonstrating that much can be accomplished by living and working together in a spirit of sacrifice, respect, dedication, and openness. A Christian community appreciates and celebrates the differences, individuality, and gifts of each of its members. It promotes collaboration rather than competition and cultivates a climate in which the members actively explore and nurture their faith.

Lalanne seeks to build a cooperative and supportive environment wherein *Lalanne* teachers may freely express their successes, joys, doubts, struggles and questions. The creation of such an environment requires each member to open him/herself to different or even opposing viewpoints, values, experiences, ideals, and expectations. The faith journey requires *Lalanne* teachers to explore, recognize, and appreciate that they live and work with people who have traveled different paths. Because it is founded on faith, the *Lalanne* community supports those who believe that God invites us to a life of service. *Lalanne* teachers become more sensitive to diversity in community by opening their hearts and minds to honest, respectful dialogue.

The living reality of a faith-based community will sustain and challenge you on a daily basis. Unlike the experience of roommates, neighboring tenants or even co-workers who occupy a common space, a *faith-based* community demands that *Lalanne* teachers risk vulnerability by openly sharing themselves.

Lalanne teachers are encouraged to honestly communicate feelings, hopes, dreams and fears with one another and actively search for the connections that make them a community.

Community living demands flexibility and compromise. You must be willing to share the routine and often mundane tasks of day-to-day living. You must also willingly participate in decision-making by consensus and agree to abide by the community's decisions even when it does not suit you.

Through participation in prayer, group reflection, retreats, meetings and the day-to-day tasks of housework, shopping, cooking, and so forth, *Lalanne* teachers work together to create a cooperative and supportive environment. The service to which our faith invites us does not conclude at the end of the school day or at the end of the week. Rather, by serving one another in community, *Lalanne* teachers continue the process of mutual understanding, support and empowerment.

Community living is one of the most important aspects of *Lalanne* experience. A supportive community will make a tremendous difference in your personal development and in your performance as a teacher. Becoming a community requires commitment and self-sacrifice. Your community will challenge you to grow and because of that, at times, you may have to sacrifice your personal interests for the sake of the community. Unlike most beginning teachers, you have the advantage of a community that provides a professional and spiritual support network.

Community can be the best part of the *Lalanne* experience but it can also be the most difficult. Living in community is not the equivalent of living in a dorm or apartment setting. In a good community, the members are committed to each other, they make time for one another, they share concerns and ideas, they care for each other, and they sacrifice for each other. Members strive to become more aware of how their daily actions or indifference may affect the lives of those around them. The reward of a successful community experience is one of the advantages that sets *Lalanne* apart from other programs.

Lalanne teachers should keep a communal calendar, being aware of and honoring the following expectations and particulars of community living:

- ***Eating dinner together.*** The community should decide on a schedule for sharing dinner together. You are encouraged to do this as often as is possible. This would mean that extra-curricular activities should be planned to take place before or after the dinner hour on agreed upon nights. On some community evenings, members may invite co-workers, their diocesan contact, and other guests who can share insight into professional development, community living, spiritual growth, etc. *Eating together as many nights as possible is encouraged with the understanding that extra-curricular activities and other commitments will mean that not every member of the community will be able to be there every night.*
- ***Doing household chores such as cooking, shopping, cleaning, etc. together, when feasible.***

- ***Meeting weekly for prayer and monthly for faith sharing.*** You will decide on times of prayer together. When you have made the commitment, it is your responsibility to honor that commitment. Take turns planning and leading the community in prayer. Take time to prepare the prayer in order to make it a helpful experience to the other members of the community. Be creative, take risks and try new types of prayer. The guidelines about prayer also apply to the monthly time of faith sharing.
- ***Planning and participating in monthly community events.*** As a community, you should plan at least one community event per month like going to the movies, a game night at the house, putt-putt golf, etc. All community members must attend the event, as its purpose is to strengthen group unity, cohesiveness, and camaraderie. When planning the event, *Lalanne* teachers should be sensitive to and respectful of others' interests. The community may sometimes invite other people to participate in a community activity.
- ***Meeting regularly to discuss community issues.*** It will be important to take time to discuss and plan certain aspects of your life together. The regular meeting will be a time to talk about the days and weeks ahead so that your schedules can be altered to make room for community events, to discuss how faithful you have been as a community to your agreements, etc. To function smoothly, the community must establish a method of decision-making and distribution of responsibility. Regularly scheduled meetings (at least monthly), attended by all community members, are strongly recommended. It is best to establish a set time and day for these meetings (for example, the 2nd Tuesday of the month at 6:30) so *Lalanne* teachers can plan their schedules accordingly. These meetings should be scheduled in addition to the weekly fellowship/faith sharing meetings.
- ***Honoring the communal living rules.***
 - Except for vacations and occasional trips, *Lalanne* teachers are expected to live in the community residence on weekends.
 - *Lalanne* teachers must decide on a policy for overnight visitors provided it is in accordance with *Lalanne* policies. A guest staying more than two nights should first be approved by the community. Please note that cohabitation and physical intimacy are prohibited in the community residence. Significant others who are staying overnight must sleep in a guest room.
 - Due to the nature of community, *Lalanne* will not place persons directly involved in intimate personal relationships in the same community.

- ***Pooling Community Resources—financial resources and time spent working together.*** *Lalanne* teachers will be required to pool their resources and work together to maintain a budget for weekly groceries and other community expenses. Unlike purely individual financial responsibilities, this requires members to openly communicate about accounting matters and to come to consensus regarding the grocery lists, community events etc.
 - **UTILITIES AND BILLS**—The cost of utilities for the *Lalanne* house, including phone service, is the responsibility of the *Lalanne* teachers who are living there. Information about the cost of utilities for the previous year may be available so that the community can budget appropriately. See the director for this information. Conservation methods will help to decrease cost of utilities or hold them in check. It is suggested that one person in the community be responsible for paying monthly bills such as gas and electric, and phone. The community should decide who will be responsible for paying the bill each month and collecting the correct amount from each community member.
 - **FOOD**—You will agree on a dollar amount per week per *Lalanne* teacher to be used for groceries. This amount will include food that you buy for school activities (food that you might be asked to bring for teacher pot-luck lunches, social events, etc.), and occasional dinner guests (including *Lalanne* staff, guest speakers, etc.). This amount would not include the food that you would buy at the school cafeteria.
 - **HOUSEHOLD MAINTENANCE**—Proper care for the *Lalanne* residence will make your community living experience much more pleasant. The rent for the housing, along with the necessary household furnishings including beds, dressers, desks, kitchen appliances etc., is provided by *Lalanne* and/or the sponsoring (Arch)diocese. Report problems to the custodian at the parish promptly. Make a schedule for regular cleaning and stick to it. An amount should be agreed upon for monthly purchases of cleaning supplies, light bulbs, vacuum cleaner bags, paper products, etc. Purchasing these and other items at discount warehouses such as Sam's Wholesale Clubs may save you money.
 - **KEYS**—Each *Lalanne* teacher receives a key to the residence. If a key is lost or stolen it should be reported immediately to the Director or local community contact. If locks on doors need to be changed because of lost keys, the cost is the responsibility of the teacher who lost the key. Please note that the *Lalanne* Director or the local community contact has a key for all locks. It is used only in case of emergency or to make household repairs.

Lalanne values the efforts you make toward true community. In that light, the program will support you in a variety of ways, including visits from the *Lalanne* staff or members of the sponsoring (Arch)diocesan staff, reading materials that may be helpful, retreats to support the community (including retreats among the wide-spread *Lalanne* community), and the availability of the director and (Arch)diocesan contacts.

Notes:

The Third Cornerstone—Spiritual Development



Pray in your own way, according to your own understanding, for God heeds and respects all languages of the human heart.

Liane Codes
The Reflecting Pond

...their ministry requires Catholic educators to stand before their students as living witnesses, symbols of God's and the Church's personal interest in their lives.

The Vocation of the Catholic Educator (NCEA, 1996)

Prayer and faith-sharing are the inextricable links which draw together service and community living and form the foundation for building and maintaining a healthy community. As an ecumenical group, *Lalanne* teachers are encouraged to enter respectfully into dialogue and open themselves to deeper questions of the heart. By celebrating, questioning, sharing faith and oneself, the *Lalanne* fellowship experience will require you to transcend an often hidden but real assumption that one's spirituality is a purely private matter which should not be expressed in public. In fact, spirituality comes alive when *Lalanne* teachers recognize that their service as teachers, their lives in community, and their professional growth are all intimately connected to their faith in a generous and compassionate God who invites us to serve one another.

In sharing your personal stories and your faith, you will explore the sometimes intangible and reflective questions of the heart. The following questions may be the basis of either

weekly faith-sharing with the community or faith-sharing with the (Arch)diocesan contact when you meet:

- What is my service as a teacher revealing to me about myself, others, God?
- What is my membership in a faith-based community revealing to me about myself, others, God?
- What values of my society/culture am I questioning as a result of my experience of service and community life?
- What in my experience currently is challenging me to grow in my faith?

God chose to become human. Spiritual life is rooted in one's ordinary human life. It embraces the life circumstances, culture, personality, and experiences of each *Lalanne* teacher. Through a common exploration of how each member finds God in his/her life *Lalanne* teachers take the time to notice and appreciate more of life and open themselves to a new dimension of the spiritual journey.

While recognizing that time for private personal reflection is needed to nurture a vibrant faith-life *Lalanne* teachers will share their joys and struggles in the context of evenings of fellowship/faith sharing. Realizing that each person brings a unique perspective to bear on questions relating to faith, *Lalanne* teachers must be sensitive to various stages of spiritual development and the individual level of comfort each member brings to the faith-sharing gathering.

Evenings of prayer and faith-sharing provide *Lalanne* teachers with an opportunity to listen to one's own experience and to the life experience of a few others. As *Lalanne* teachers connect their daily lives with their faith in God the rewards of a life of service, and community living become more apparent. The evenings of fellowship/faith-sharing will sustain you through the trials, tribulations and triumphs of your *Lalanne* experience.

Spiritual Development Expectations

Taking advantage of both individual and communal prayer opportunities will enhance your experience of *Lalanne* and make it the powerful experience that it can be.

1. Weekly Prayer and Monthly Faith Sharing

Spiritual development is a cornerstone for *Lalanne*. It is fundamental to the spirit of the program and is essential to the process of becoming community. Therefore, the community must establish a regular day and time for weekly prayer and monthly faith-sharing and *nothing* must be allowed to interfere with these meetings. If a school event is scheduled on the same evening as the fellowship meeting, the community must arrange to

meet on another evening during that week. To support your community, *Lalanne* will provide you with a variety of materials and readings that may be of help to you in leading prayer and reflecting on the questions above. You may wish to access the UD “Growing in Spirituality” web page at <http://ministry.udayton.edu/spirit.htm> for some other resources.

- Note: Remember and respect the fact that people (and the Church!) have diverse styles of prayer and are at different points in their own personal prayer journey. What may be a comfortable prayer style for you may be new to a member of your community. It may take time for others to become comfortable with your preferred style of prayer. This does not mean that new forms of prayer should not be attempted; in fact, a variety of prayer is encouraged. Simply be mindful that others may be asking you to stretch and that you may be asking your community to stretch as well.

2. *Liturgy*

It will be important to find a supportive Catholic worship community beyond *Lalanne* for weekly liturgies to celebrate with the larger Church family. *Lalanne* teachers are encouraged to participate as lectors, Eucharistic ministers, choir members, etc. in the parish they choose to join. While all members may not worship at the same church every Sunday, communities are encouraged to find at least one Sunday a month when they can attend Sunday Eucharist together. During the summer, teachers are expected to attend Eucharistic celebrations that are designated as part of the summer program.

3. *Retreats and other experiences*

Members are expected to participate in weekend retreats or evenings of reflection that may be scheduled during the year by *Lalanne*. In addition, you may wish to participate in (Arch)diocesan opportunities for retreat and prayer. You may also be invited to participate in school/faculty retreat experiences as well. If you wish, the *Lalanne* staff and/or the diocesan contact person can provide the names of possible spiritual directors for individual community members who desire this opportunity.

Notes:

The Fourth Cornerstone—Professional Development



It takes time to develop excellent teachers...excellence demonstrates itself as they build upon their skilled competence and continuously struggle to convey authentic educational experiences that stimulate their students' learning.

The Vocation of the Catholic Educator (NCEA, 1996)

Lalanne teachers are expected to participate in training programs, workshops, and in-service days available to them through their schools and sponsoring (Arch)diocesan Office of Catholic Education.

To enhance best practices and continue to develop professionally in each summer following their service, *Lalanne* teachers may take graduate courses. Learning with peers in similar situations who have just experienced the reality of the classroom and transferring that knowledge back to the classroom is an ideal learning experience for the *Lalanne* teacher. The graduate courses are taken in the School of Education or the Religious Studies Department at the University of Dayton. Normally a load of 9-12 semester credit hours may be taken. With the consent of the Director in consultation with academic advisors, participants may be able to take more credits.

Catholic Network of Volunteer Service (CNVS) and AmeriCorps Education Awards Program (AEAP)

Lalanne has been a member of the Catholic Network of Volunteer Service (CNVS) since 1999. CNVS assists member programs in many ways. Through CNVS, *Lalanne* teachers

may be eligible to participate in the AmeriCorps Education Awards Program (AEAP). If available, teachers may participate in AmeriCorps for two years total.

All *Lalanne* teachers are encouraged to participate in AEAP. With the *Lalanne* staff, each teacher will determine at which level (full-time, part-time, reduced part-time) to enroll. For those teachers who will not be able to enroll as full-time AEAP participants because they teach religion, *Lalanne* will make up the difference between the AmeriCorps full-time award and the enrollment level of the teacher provided they participate in the summer school program at the University of Dayton. The award given by *Lalanne* is subject to all guidelines of the AmeriCorps award.

All teachers beginning their *Lalanne* experience between April 1, 2001 and November 15, 2002 contribute half of their first AEAP award (or its monetary equivalent) back to *Lalanne* to cover the cost of graduate work completed as part of the *Lalanne* program. All teachers beginning their *Lalanne* experience after November 16, 2002 contribute the entire amount of their first AEAP award (or its monetary equivalent) back to *Lalanne* to cover the cost of graduate work completed as part of the *Lalanne* program. If a teacher enrolls in AmeriCorps but does not complete the hours or other requirements to receive an Education Award, the teacher is still responsible for paying the appropriate equivalent amount to cover their graduate courses.

Policies

It is assumed that teachers in *Lalanne* are mature adults. It is not the intention of these guidelines to tell you how to behave in every situation, nor are they to be viewed as a list of "dos" and "don'ts". Rather, the policies described herein are meant to clarify any assumptions you may have regarding your participation in *Lalanne*.

A noteworthy reality is that as a member of *Lalanne* you represent The University of Dayton and the (Arch)diocese in which you are serving. In that regard, you are a public person and must conduct yourself in a professional, ethical and moral manner at all times.

Teaching Expectations

Lalanne teachers are expected, at all times, to present themselves to their students and their communities in the most professional manner. Appropriate boundaries must always be maintained in the student-teacher relationship. Teachers must abide by (Arch)diocesan and school policies as highlighted in the school's handbook. Failure to abide by said guidelines may result in a teacher's dismissal from *Lalanne*.

Absenteeism/Tardiness

Lalanne teachers who are absent or late for work must follow the protocol of the school of employment regarding absenteeism and tardiness. Except in the case of illness, you are expected to be at your job on a daily basis. As teachers you should not cause hardship on the principal or the school by your absence from your teaching responsibilities.

Appearance

As a *Lalanne* teacher, you are expected to dress professionally in accordance with your school's policies. In the *Lalanne* residence a sense of modesty must prevail. Please be sensitive to the coed living situation and employ your common sense.

Alcohol and Substance Abuse Policy

Alcohol and substance abuse and the use of illegal substances will not be tolerated. The habitual use of alcohol is discouraged. The inability to perform school related activities such as teaching and extracurricular activities, failure to participate in community life, or inappropriate behavior resulting from substance abuse are grounds for immediate dismissal from *Lalanne*. At parties or gatherings it is your responsibility to make sure that those consuming alcohol are of legal age.

1. Drug-related Offenses at Work: Pursuant to the Drug-Free Workplace Act of 1988, employees (i.e. *Lalanne* teachers) are prohibited from unlawfully manufacturing, distributing, dispensing, possessing or using a controlled substance in the workplace. As further required under the Drug-Free Workplace

Act, a teacher, as a condition of participation in *Lalanne*, must notify *Lalanne* if she or he is convicted of any criminal drug statute violation occurring in the workplace no later than five days after the conviction.

2. Drug and Alcohol Use: Unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, and excessive use of alcohol, that may adversely affect an employee's job performance, or that may reflect unfavorably upon public or governmental confidence in the manner in which *Lalanne* carries out its activities, is prohibited.
3. Employee Assistance: Assistance in dealing with drug and alcohol abuse is available through *Lalanne*. *Lalanne*'s health insurance also provides coverage of certain expenses associated with the treatment of drug and alcohol addiction.
4. Disciplinary Action: Failure to adhere to this policy may result in disciplinary action, including termination.

Acceptable Use of Computer and Internet

The computer provided by *Lalanne* in the community house is intended to be for your use as you prepare lessons, communicate with *Lalanne* staff, and to keep in touch with family and friends during your commitment as a *Lalanne* teacher. Downloading or distributing obscene material, making threats, harassment or any activity that threatens the well being of anyone else, is strictly forbidden.

Bereavement Leave

Lalanne teachers must consult (Arch)diocesan policy and the school principal in regard to leave associated with the death of an immediate or extended family member.

Confidentiality

On occasion, *Lalanne* teachers may share issues of a personal nature with other *Lalanne* teachers or the *Lalanne* staff. It is expected that whatever is shared in the group or with individual *Lalanne* teachers will be kept in strict confidence except as described below. While striving to respect confidentiality, *Lalanne* teachers have a responsibility to bring to the attention of the Director anything that may adversely affect a member, his/her service to the school, or the well-being of the community. This obligation is meant to protect and preserve the welfare of *Lalanne* teachers, the community, and the students we serve. Any such information will be dealt with sensitively and with respect for those involved.

Renewal of Contract and Termination

All *Lalanne* teachers are expected to abide by the guidelines set by their school for renewal of teaching contracts. Deadlines for handing in letters of intent and for contract renewal should be respected by the *Lalanne* teacher.

During the first week of February, *Lalanne* who are in their first year of the program, teachers asked to renew their commitment to the program for the second year. Returning the commitment form on time is considered part of your obligation as a *Lalanne* teacher.

Lalanne teachers make a commitment to serve in *Lalanne* for two years. A *Lalanne* teacher's participation in the program may be terminated at any time for just cause. The school principals also reserve the right not to renew the contract of a teacher at the end of the first year of service.

A *Lalanne* teacher may choose or be asked to leave the program. If a *Lalanne* teacher voluntarily or involuntarily leaves the program, graduate school tuition obligations become the individual's responsibility.

Early Termination (Voluntary)

Philosophical differences, difficulty with community living, problems in adapting to a different culture, physical and emotional health concerns, etc., may require a *Lalanne* teacher to voluntarily withdraw from the program.

Before making a decision to leave the program, a *Lalanne* teacher must first discuss the situation with the Director. While a decision to leave the program will be respected openness to the insights and suggestions of others is requested. However, leaving *Lalanne* is ultimately a *Lalanne* teacher's decision. The *Lalanne* teacher's decision must be declared in writing and a letter of resignation must be submitted to the Director. Please note that this does not mean that you are released from the contract that you have signed with the school in which you are teaching. All contractual agreements with the school will have to be met by the teacher.

Early Termination (Involuntary)

The Director may terminate a *Lalanne* teacher's participation in the program at any time. *Lalanne* teachers may be terminated for any serious moral or ethical offense, disregard of the philosophy, ethical, or religious beliefs of the school or the program, consistent failure in the classroom, the inability to live harmoniously with other *Lalanne* teachers, and/or serious physical or emotional problems.

For both voluntary and involuntary termination, *Lalanne* teachers are responsible for any moneys that may be owed for tuition obligations or housing obligations such as long distance phone calls, food, property damage etc.

Grievance Procedure

Scope

This procedure addresses situations in which participants in *Lalanne*, or those who are contractually associated with the *Lalanne* program, may pursue grievances specifically related to the administration of *Lalanne*, for instance, in disputes concerning the location or nature of participant assignments. *Lalanne* participants are reminded of the overlapping relationships that constitute *Lalanne*. *Lalanne* participants are simultaneously members of *Lalanne*, students governed by academic policies and rules of conduct, and employees of host institutions. Accordingly, this grievance procedure complements, but does not supplant, other requirements or policies that affect the participants. Policies governing academic performance, student conduct, and program eligibility, as well as those policies governing the employment relationship between participants and their host institutions, remain fully in force independent, and are not overridden by, this grievance procedure. Program participants are directed to apprise themselves of the specific procedures and remedies contained within either the relevant University of Dayton handbook or the employment agreement with their host school, governing those respective relationships.

In all cases, participants are encouraged to maintain open communication with the *Lalanne* Director or his/her designee in order to resolve any issues informally. In the event that issues concerning program administration cannot be resolved informally, the steps to be taken by the participant are provided in this procedure. While participants may have advisors of their own choosing and expense, these advisors may not actively participate in the grievance procedure. Minor deviations or exceptions for good cause as determined by the *Lalanne* Director to these procedures shall not invalidate these procedures or decisions.

Alternative Dispute Resolution (ADR)

ADR is available, but must be selected within 45 days of the underlying dispute. If an aggrieved party chooses ADR as a first option, a neutral party designated by the program will attempt to facilitate a mutually agreeable resolution. The neutral party must not have participated in any previous decisions concerning the issue in dispute. ADR is confidential, non-binding, and informal. No communications or proceedings of ADR may be referred to at the grievance hearing or arbitration stages. The neutral party may not participate in subsequent proceedings. If ADR is chosen by the aggrieved party, the deadlines for convening a hearing and of a hearing decision, 30 and 60 days respectively, are held in abeyance until the conclusion of ADR. At the initial session of ADR, the neutral party must provide written notice to the aggrieved party of his or her right to request a hearing. If ADR does not resolve the matter within 30 calendar days, the neutral party must again notify the aggrieved party of his or her right to request a hearing. At any time, the aggrieved party may decline ADR and proceed directly to the hearing process.

Hearing

An aggrieved party may request a grievance hearing without participating in ADR or, if ADR is selected, if it fails to result in a mutually agreeable resolution. The aggrieved party should make a written request for a hearing to the *Lalanne* Director. A request for a hearing must be made within one year after the date of the alleged occurrence. At the time a request for a hearing is made, the program should make available to the aggrieved party information that it relied upon in its disciplinary decision. The program will arrange for one or more pre-hearing conferences at a time mutually convenient to the parties. Pre-hearing conferences are not a substitute for a hearing. They are intended to facilitate a mutually agreeable resolution of the matter to make a hearing unnecessary or to narrow the issues to be decided at the hearing. The format of the pre-hearing conference may be flexible, involving meetings with one party at a time and/or with both parties together. Pre-hearing conferences are conducted by a faculty or staff member of the School of Education and Allied Professions who is mutually acceptable to both parties or as otherwise approved by the *Lalanne* Director. The *Lalanne* Director, the Director of the Center for Catholic Education or his/her designee will conduct the hearing. The person conducting the hearing may not have participated in any previous decisions concerning the issue in dispute. A hearing must be held no later than 30 calendar days after the filing of the grievance, and a written decision must be made no later than 60 calendar days after filing. This decision is final and not subject to appeal.

Legal Responsibility for Finances and Possessions

Lalanne is not responsible for the loss of money or other personal belongings of a *Lalanne* teacher. *Lalanne* teachers may bring their own vehicles to the residence and are encouraged to offer rides to other members who may not have their own vehicles. Neither *Lalanne* nor the (Arch)diocese is responsible for any damage to vehicles.

Loan Deferments, Forbearance and Cancellations

Perkins Loans

Perkins Loans may be deferred and possibly cancelled for teachers in certain schools or teaching in certain disciplines. The *Lalanne* Director will be able to assist you in determining if you qualify for deferment or loan forgiveness. *Lalanne* teachers should contact their lending agency or the financial aid office of the college or university they attended as an undergraduate.

Stafford Loans

Loans issued after July 1, 1993, have a provision for deferment for economic hardship. The benefits of each loan are listed on your copy of the promissory note. There is a possibility that you will be able to delay the payment of your loan. You must contact your lender to verify the benefits and obtain the appropriate forms. The lender is the party who bills you or issues your coupon book.

Part-Time Jobs/School Service Opportunities

Jobs (part-time or other) are not permitted without the permission of the Director. In most cases, outside employment during the school year will not be permitted.

Lalanne teachers may participate in other activities as part of their service commitment. With communication or discussion between the (Arch)diocesan contact, school principal, *Lalanne* staff and *Lalanne* teacher, other service to the school such as coaching, student council, etc. may be permitted if it is feasible and does not unduly hinder teaching and/or community responsibilities. The teacher should consult with the director before accepting any position. The scope of involvement, the size of the program and the stage of professional development will all be considered before approval is given. It is the policy of *Lalanne* that no teachers in their first semester of teaching coach a sport.

Vacations

Lalanne teachers should consult the school calendar for vacation information. Members may spend their vacation time away unless a community event is planned for that time. In the event that a retreat or other community event is planned, *Lalanne* teachers must participate in the planned event. The community is encouraged to maintain a community calendar on which members will record the dates when they will be away as well as scheduled community events.

Other Important Information

Emergencies

It is especially important that *Lalanne* teachers contact the *Lalanne* Director immediately if there is any emergency or accident involving a *Lalanne* teacher or the *Lalanne* residence. This includes medical, household, automobile or programmatic emergencies.

Immediately report all accidents and instances of theft to the Director and, if appropriate, to the police. In case of an accident, mishap, or a substantial community conflict, *Lalanne* teachers may be asked to write an incident report that will be kept on file and used for clarification, if necessary.

In order to fully support *Lalanne* teachers, it is important that the Director be made aware of any difficulties a member may be having at school or in the community. *Lalanne* teachers should seek assistance from the principal, mentor teacher, or the *Lalanne* Director if discipline issues arise at school, or if difficulties with students' parents or other school staff members occur.

Health Benefits

While you are a *Lalanne* teacher, your health insurance is provided by the program through the University of Dayton. The provider is Anthem.

Each teacher receives a package of materials which contains specific information about the coverage you will receive at the time of enrollment. A health insurance card is mailed to the teacher usually within two weeks of enrollment.

More information about your coverage can be found at the following websites:

www.bluecares.com

www.anthem.com

The toll free phone number for Anthem is 1-800-423-5640.

Questions or concerns about your health insurance can be addressed to Beth Schwartz or Anita Harris in the Department of Human Resources at the University of Dayton. The phone number that they can be reached at is: 937-229-2541.

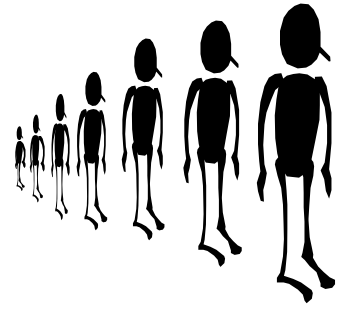
Dental insurance is provided for up during your time as a *Lalanne* teacher. If your school offers a dental coverage in a separate policy from health care, you will receive your dental coverage through your school. If there is not a separate dental policy at your school your coverage is through the University of Dayton.

Lalanne Office Hours

The Director may be reached at The University of Dayton, Chaminade Hall 313, Monday through Friday, 8:30 a.m. to 4:30 p.m. The phone number at the office is 937-229-3709 or 937-229-3778. In the event of an emergency involving serious bodily injury or property damage, *Lalanne* teachers should contact the Director or any staff member at the office or at home.

Description of Personnel

The primary purpose of *Lalanne* staff, the school principals and the mentors is to provide support and guidance to *Lalanne* teachers throughout *Lalanne* experience.



Director

The Director is the person in charge of the day-to-day operations of *Lalanne*. The Director supervises the staff and *Lalanne* teachers, administers the budget, recruits and screens candidates, and develops policies and procedures.

Lalanne Coordinator of Teacher Activities

The *Lalanne* Coordinator of Teacher Activities will assist the *Lalanne* Director with the recruitment, selection, training, supervision and support of *Lalanne* teachers. The Coordinator will assist with administrative duties, visits to communities, and meetings with various publics including potential teachers, diocesan and school personnel, and University personnel.

Lalanne Teacher

A *Lalanne* teacher is one who has been accepted as a member of *Lalanne* and has accepted a teaching position within the program. *Lalanne* teachers live in community and dedicate themselves to two years of teaching service, a simple lifestyle, and a shared faith life.

Mentors for Professional Development

The school principal assigns a mentor to each *Lalanne* teacher, both for practical guidance as well as for state requirements for Entry-Year (EY) teachers. The mentor is an experienced teacher (usually at the *Lalanne* member's school) who provides guidance and support to the volunteer.

In supplying mentors for *Lalanne* teachers, principals should consider the following questions:

- What can the mentoring relationship look like? What could an entry-year teacher find useful from a mentor?
- Is the entry-year teacher getting the professional development he/she needs from the mentor (for Praxis assessment, for familiarity with school guidelines, for assistance with parents, for support, etc.)?

Ideally, the mentor teaches at the same general grade level as *Lalanne* member. *Lalanne* teachers must comply with the policies and procedures required of them at their individual schools and are expected to heed the advice given by the principal, their mentors and other experienced teachers. Mentor teachers and principals maintain regular

contact with the Director in order to provide the best possible support to the *Lalanne* member.

Local/Diocesan Contact(s)

Each community has a local/diocesan contact person. The contact person is appointed by the diocesan superintendent in conjunction with the *Lalanne* Director. The contact person will help the *Lalanne* teachers as they settle into the city and visit the community on a monthly basis. It is the responsibility of the *Lalanne* teachers to initiate this monthly visit and it should be set at a time where all of the teachers will be present. Setting the meeting at a time when prayer and/or a meal can be shared is ideal. The *Lalanne* teachers should look to the local contact person to help them with difficulties associated with adjusting to their new surroundings and/or with community issues. The contact person, in turn, should be in communication with the *Lalanne* Director about these concerns.

Administrative Assistant for the Center for Catholic Education

The Receptionist/Secretary is responsible for providing administrative support for *Lalanne*. He/she is responsible for the day-to-day operation of the office and serves as a resource person to the public. The Receptionist/Secretary reports to the Director of the Center for Catholic Education.

Selection Committee

The Selection Committee reviews applications and makes recommendations to the Director regarding the selection of candidates for *Lalanne*. The Selection Committee includes the *Lalanne* Director and other persons he/she asks to be a part of the committee.

Contact Information

My school is: _____

School Address: _____

(phone) _____

(fax) _____

My principal is: _____

Contact information:

(phone) _____

(email) _____

My mentor is: _____

Contact information:

(phone) _____

(email) _____

My diocesan contact is: _____

Contact information:

(phone) _____

(email) _____

Acknowledgements

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Dr. Madeleine Gervais of the Urban Catholic Teacher Corps at Boston College who graciously shared the handbook for that program with the *Lalanne* staff and which became the basis for this document.

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